DOCUMENT RESUME

ED 238 300 FL 014 168

AUTHOR Carver, Peter; Howard, Joan
TITLE Let's Go Riding in the Car. An ESL/Geography Module. Teacher's Guide [and] Student Booklet.
INSTITUTION Ontario Inst. for Studies in Education, Toronto.
REPORT NO ISBN 0-7744-0268-7
PUB DATE 83
NOTE 63p.
AVAILABLE FROM Publications Sales, Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario M5S 1V6, Canada ($9.95 for teacher's guide).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Advanced Courses; *Advertising; Costs; Cultural Education; Efficiency; *English (Second Language); Foreign Countries; Fuels; *Geography; Instructional Materials; Learning Modules; Listening Comprehension; *Motor Vehicles; *Opinions; *Reading Comprehension; Secondary Education; Second Language Instruction; Social Studies; Study Skills; Teaching Guides; Transportation; *Visual Aids
IDENTIFIERS *Canada

ABSTRACT

The teacher's guide to a set of instructional materials for an English as a second language unit on automobiles as a form of transportation focuses on the history of the auto's development, importance to the Canadian economy, and impact on the lives of Canadians. The target audience is secondary students at intermediate and advanced English levels. Suggested activities are intended to improve a variety of language skills, but emphasize reading comprehension. They include reading for explicit information and for inference, reading information from graphic sources such as charts and graphs, distinguishing facts and opinions, using pronoun referents for text cohesion, developing listening comprehension skills, and individual study and research. One section of the manual addresses instruction of reading for different purposes: understanding words, meaning, discourse, and directed reading and reading from a table. Another section discusses the teaching of facts and opinions: stating them, forming opinions from taped statements and photographs, and an individual project to study a local road development project and its impact on the community. A third section looks at classified ads for cars and related issues: fuel efficiency, persuasion in advertising, costs of owning a car, and a humorous article about a car. A key to student worksheets is included. (MSE)

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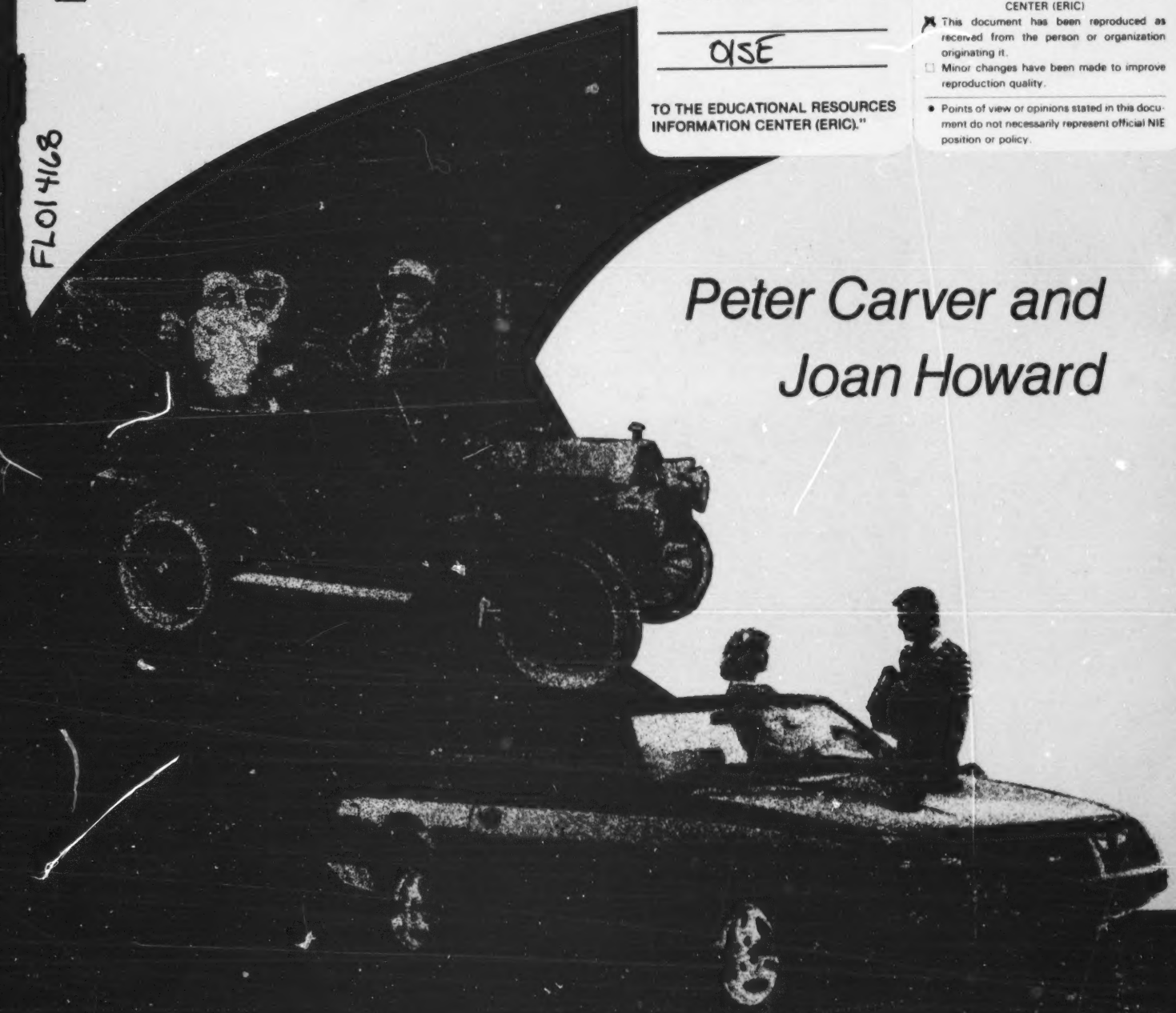

Peter Carver and Joan Howard

OISE PRESS
The Ontario Institute for Studies in Education

AN ESL/GEOGRAPHY MODULE

LET'S GO RIDING IN THE CAR

TEACHER'S GUIDE

Peter Carver and Joan Howard

OISE Press

The Ontario Institute for Studies in Education

Acknowledgments

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The authors gratefully acknowledge the assistance of the following people: Christine Yee, who helped develop the reading comprehension exercises and provided valuable commentary on an early draft version of the module; and Mr. Harry Bruce, for granting permission to reproduce his excellent article "The Heap."

We would like to thank both Volkswagen of Canada, Ltd., and Clairol Canada for permission to reproduce their advertising copy. We are also grateful to the City of Toronto Archives, James Collection; American Motors (Canada), Inc.; Ford Motor Company of Canada, Ltd.; and Toyota Canada, Inc., for permission to reproduce photographs.

ESL Modules are a project of the Modern Language Centre of the Ontario Institute for Studies in Education. The project is under the general direction of J. Patrick Allen.

ISBN 0-7744-0268-7 Printed in Canada
1 2 3 4 5 6 XX 88 78 68 58 48 38

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The Module: Let's Go Riding in the Car

INTRODUCTION

This is the third in the ESL/Geography Module series being produced in the Modern Language Centre, OISE. The module continues the topic of transportation that was dealt with in *Getting There: Changing Modes of Transportation*. This unit will focus on the automobile — the history of its development, its importance to the Canadian economy, and the enormous impact it has had on the lives of Canadians, individually and collectively in communities.

The activities suggested in the module will give students practice in a variety of communications skills, with particular attention paid to reading comprehension skills. Activities include the following:

- reading for explicit, factual information
- reading beyond the facts to make inferences
- reading information from graphic sources, namely, tables, charts, or graphs
- distinguishing facts and opinions
- using pronoun referents for text cohesion
- developing listening comprehension skills
- individual study and research

The content information in the module has been taken from a variety of sources, including Ministry-approved textbooks and resource materials, Statistics Canada, and the Ministry of Transportation and Communications.

The conceptual skills which are integrated in the various activities are those which are required of the student of social sciences. Students must be able to comprehend and communicate information on a variety of topics gathered from many different sources. Each topic study involves the student in a process of examining data that comprises four steps: gathering, organizing, analysing, and explaining.

To cope adequately with each step of this process, the student must combine his or her English language skills, conceptual awareness, and knowledge of subject content. It is our hope that this ESL Module will help students overcome *some* of the language difficulties associated with the topic and therefore allow them to function more fully in a social studies context.

COMPONENTS

- Set of 25 student reading booklets with three brief texts for reading comprehension exercises:
  1. The Car and the Highway
  2. The Age of the Automobile
  3. Is There a Car in Your Future?
- audiocassette tape with 6 monologues for listening comprehension
- 20 duplicating masters for student worksheets
- set of 10 photo reproductions (8" × 10") for descriptive activities
- teacher guide
- 1 flashcard
- 2 sets of dialogue cue cards

TARGET AUDIENCE

Let's Go Riding in the Car is designed primarily for ESL secondary school students at the "intermediate" and "advanced" level of English proficiency. (It is therefore assumed that all students using the kit will have completed an introductory course in English.) Because there is a wide variation in levels of language within the module, certain sections can be used at several grade levels.

Teachers will also find that certain activities require a greater degree of student initiative in terms of independent research and individual language use. Such activity should provide useful practice for students who will eventually

move into regular social studies classes.

The module will also be valuable for students in regular geography or English classes who are native speakers of English but who have difficulties with English communication skills.

SUBJECT AREA

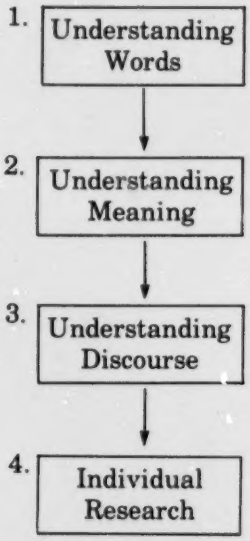
This module builds on the base of information on modes of transportation established in the module *Getting There*. The car has been perhaps the single most important factor in creating a way of life for North Americans in the twentieth century. The size and shape of our communities has been altered drastically by the development of road and highway networks. The auto industry is one of two or three major components in the national economy. As a result, the pattern of day-to-day life has been fundamentally influenced by the automobile. It is important, then, that students be encouraged to consider seriously the automobile and its influence, in terms of the transportation choices we can make in our daily lives and the choices facing our communities and our nation in future years.

LANGUAGE SKILLS

The activities and materials in this module are designed to give students practice in reading for different purposes. The approach we suggest here begins with a focus on single word meaning, then moves to general comprehension of text, aspects of discourse in text comprehension, and finally, individual student research work.

1. Understanding Words

Before students attempt the reading selections, it might be useful for the teacher to demonstrate and practice with students some useful reading strategies. Inferencing, or informed guessing, is an especially important strategy for ESL students to develop, as it allows them to read new material more smoothly and quickly without continual stops and starts that break the train of thought.



Students will always encounter many new words each time they approach an unfamiliar text. Very often, however, a close approximation of the meaning can be made if the reader looks closely at the context of the sentence or sentences around the unknown item and then makes an intelligent guess.

Word analysis is another important strategy that helps ESL students to guess at word meaning with greater success. If students understand that many new words, filling different parts of speech, can be formed by adding prefixes and suffixes to the same root, the task of decoding word meaning becomes much easier.

2. Understanding Meaning

In any academic area, but especially in a social studies context, students are required to read many different types of print material for a variety of purposes. Thus, a word-for-word decoding procedure is not always an efficient or an effective way to approach print resource material. By giving students practice in the different reading skills we can, at the same time, encourage them to think carefully about the purpose of the reading and to approach a printed text in the most appropriate way for the kind of information needed.

Three brief reading texts are provided in the module, with a number of suggested activities.

The teacher may want to develop further activities and exercises to utilize these texts to the fullest. Students will practice several reading skills: reading for general understanding of the gist of the passage, finding specific details in extended prose passages; making inferences that go beyond the information stated directly in the text, and scanning tables for relevant details.

3. Understanding Discourse

Understanding the use of pronoun referents to replace information that has already been given, or is understood by the reader, will help students to follow longer pieces of discourse. Several exercises are provided to give students practice in relating pronouns to their antecedents.

4. Individual Research

The ultimate aim of all the structured or controlled exercises in the module is to help students move towards a more flexible, creative use of language to express a particular subject matter. To this end we suggest several supplementary activities, to be undertaken if time and student interest permit, which allow students to research independently a problem on topic, organize the information gathered into a logical format, and finally, prepare a presentation in either oral or written form which will communicate the data accurately. It goes without saying that the more opportunities students are given to do independent research and to organize and present their conclusions, the more proficient they will become.

How to Use the Materials

Part A — Reading for Different Purposes

UNDERSTANDING WORDS

- Write the six sentences below on the blackboard and underline the most difficult lexical items.
- Ask your students to read each sentence carefully several times, and to try to understand the probable meaning of the underlined words.
- Have students explain what they think each term means, and why they came to that conclusion.
- Discuss the exact meaning of each term. Have students list the new words and meanings in their notebooks, if desired.

Sentences

1. Although the original route plans for Highway 401 avoided heavily populated areas, the highway has proven to be a magnet for new industrial, commercial, and residential developments.
(magnet: magnetic, magnetize, magnetism)

2. The number of cars owned in Ontario tripled between 1945 and 1960, from 500 000 to 1 500 000.
(tripled: triple, triplets, triplex, triplicate, triple play, triple decker)

3. Originally, Highway 401 was planned as a four-lane highway which would avoid cities and towns, diverting traffic from trouble spots along old Highway 2.
(diverting: divert, diverse, diversity, divergent, diversion)

4. New heavy-duty machinery that was developed during World War II made the task of building Highway 401 much more manageable.
(manageable: manage, management, unmanageable, manager)

5. Building new highways has not completely eliminated highway traffic jams. In fact, Highway 401 is being widened continually to keep us with the growing number of cars on the road.
(eliminated: eliminate, elimination, eliminator)

6. In rush hour, the pace of traffic often slows to a crawl, particularly around Metropolitan Toronto.
(pace: pacing, pacer, pace-setter)

- The teacher may wish to continue the discussion of inferencing at this point by asking students for any other words they can think of that are formed from the same roots as the words already defined. The teacher can point out the different word categories (noun, adjective, verb, adverb, and so on) and the variations in meaning that occur between forms.
- Have students list other sets of words formed from the same root, indicating which form is the adjective, noun, verb, and so on.
- Worksheet 1 will give students more practice in manipulating verb/noun forms. The distinction that should be pointed out here is the difference between suffix -or and -er to indicate "the person who," and suffix -tion and -ation to indicate "the thing which."

UNDERSTANDING MEANING

The first reading selection, "The Car and the Highway," is followed by a series of worksheet exercises that focus on general comprehension of facts presented in the text, the order in which events took place, and making simple conclusions based on statements of fact presented.

• Before reading the text, the teacher may wish to introduce the subject with a brief class discussion about Highway 401, the students' knowledge of it, and students' experiences, if any, in driving on it. Questions such as the following might be useful to stimulate students' interest and focus on the main concepts brought out in the reading passage.

1. What is the "401"?
2. In what part(s) of Ontario is the 401 located? (Use a map here.)
3. How many lanes does it have in Toronto?
4. Do you ever drive on the 401? Why or why not?
5. Is it an important highway? Why or why not?
6. What effect has it had on people's lives? business? industry? traffic?

• Have students read through the text in the student reading booklet. Encourage them, as they read, to use their strategies of word analysis and inferencing from context to guess at the probable meaning of unknown words wherever possible. They should use their dictionaries as little as possible when reading all three texts.

• Complete follow-up exercises on worksheets 2, 3, and 4:

Worksheet 2 — Understanding the Facts

Students distinguish true and false statements based on the text.

Worksheet 3 — Putting the Facts in Order

Once again, this activity allows students to judge their general comprehension of the passage. The objective here is to indicate the order in which events occur as described in the text.

Worksheet 4 — Making Conclusions

In the first word study activity students were asked to make inferences about meanings of words. They learned that even though they might not be familiar with the precise meaning of a word, they could make an intelligent guess based on the context in which a word is used.

It is also possible to make informed guesses about conclusions to be drawn from statements in a reading selection. This activity encourages students to make guesses about the consequences of a statement of fact.

The information in the statements here is not given directly in the text. Students will have to draw conclusions based on what they have read. After each conclusion, the student should refer back to the text to see what was actually stated. You may wish to discuss further how or why each conclusion was made.

UNDERSTANDING DISCOURSE

Worksheet 5 — Avoiding Repetition 1

In this exercise, pronoun referents are used in the second sentence of each pair to replace some information given in the first sentence. Have students identify the information that has been replaced by the pronoun or pronoun phrase, then join the pronoun referent with an arrow to the word or words it replaces.

Worksheet 6 — Avoiding Repetition 2

In this exercise, students must first identify the repeated information in the second sentence of each pair that can be omitted without loss of meaning, then decide on an appropriate pronoun referent to represent the information, and finally rewrite the second sentence using the pronoun referent.

Reading Text 2: The Age of the Automobile

The second reading selection deals with the history of the car, its early inventors, and the great developments which have taken place in car manufacturing. Students should read the passage and then proceed with the follow-up activities on Worksheets 7 and 8.

Worksheet 7 — Word Study

This exercise gives students further practice in word analysis and recognition of different parts of speech. Students choose the appropriate part of speech from a list of three related words — noun, verb, or adjective — to complete each sentence.

Worksheet 8 — Making Inferences

Further practice in going beyond the information stated directly in the text. A list of eight factual statements is given on the left side of the page. Students are to choose the probable conclusion from a list on the right side of the page.

Reading Text 3: Is There a Car in Your Future?

The third reading passage deals with expectations people have of the car in the future.

Students will likely meet a number of unknown words in this reading passage. The teacher should encourage students to use the strategies of word analysis and inferring meaning from context wherever possible to guess at the probable meaning of the unknown words.

The Word Study exercises on Worksheet 9 will help expand students' vocabulary and also demonstrate relationships among words and groups of words which, again, can aid in establishing word meaning.

DIRECTED READING

The following questions can be written on the board and used as a basis for class discussion before students begin reading. The preliminary discussion will help students to organize their own thoughts on the topic so that the reading passage will relate more directly to their own knowledge and experience. They may wish to return to the questions when they have finished reading the passage and have completed the activities, and write answers in their notebooks.

The questions below might be used to focus students' attention on the main points of information in the reading passage. The answers to the questions could then provide the basis for preparing a written summary of the passage.

1. There are many reasons why we should drive less today. What are some of the reasons?
2. What steps have our cities taken to deal with the growing number of cars on the streets?
3. Scientists are trying to develop safer, more efficient cars. What new devices are they working on?
4. What factors are making people change their minds about driving cars?
5. Some people don't like the effects cars have on our cities. What do they dislike?
6. What do you like about driving a car?
7. What do you dislike about cars?

READING INFORMATION FROM A TABLE

Worksheet 11 is a table, published by the government of Ontario, which provides a condensed history of the construction of Highway 401. The table has three columns indicating (a) the location of each section of the Highway, (b) the length of each section in miles, and (c) the opening date. The sections are listed in order from west to east.

Worksheet 10: Questions

To answer the questions, students need not read through every item in turn. Once they understand clearly what is being asked, they can find the answer by quickly scanning the relevant column.

The teacher may wish to use the table as an overhead transparency and do the exercise with the class orally, or duplicate the table and have students answer the questions as an individual exercise. Students could also mark each section of highway mentioned in the questions on a map of Ontario.

For example:
Q. When was the first section of the highway opened? Where is it located?
A. Students should look under the column headed "DATE OPENED" to find the earliest year. They will find the date "December, 1947" halfway down the right-hand column. After checking the rest of the column, they will see this is the earliest date mentioned. Following this line to the left, they will notice this is the completion date for the section of highway from Highway 2 to Ritson Road in Oshawa. The first section of highway was opened in December 1947, and is located between Highway 2 and Ritson Road, Oshawa.

Part B — Facts and Opinions

STATING A FACT OR AN OPINION

One of the important distinctions which students must learn to make is the distinction between statements of fact and opinion. In order to move towards long-range goals of being able to critically assess and evaluate information presented or read, students must first have a basic understanding of the difference between facts and opinion. Before beginning on this part of the module, teachers may wish to discuss this difference with their students.

Essentially, a *fact* is a statement about what is, what exists objectively, what has happened, is happening, or will happen. A statement of fact can be made about an event or circumstance which can be seen and observed, objectively, to be true.

An *opinion* is a judgment or a belief about what is so, presented subjectively. An opinion may or may not be presented on the basis of factual information. It may or may not be accurate.

A fact tells you something about the thing or person spoken about. An opinion tells you something about the person speaking.

The first two exercises in this section of the module are found on Worksheets 12 and 13. In these exercises students distinguish between written statements of fact and opinion by simply placing an F (Fact) or an O (Opinion) after each statement.

Worksheet 12:

In this group of sentences, the statements of opinion can be easily identified by the use of markers such as "in my opinion," "I think," "if you ask me." The teacher should draw students' attention to these indicators only *after* they have completed the set of statements. Students may be able to come up with many more indicators of personal opinion than have been used here. The teacher may want to list these on the blackboard.

Worksheet 13:

In the second set of sentences there are no such clues to indicate opinion, and students will have to think carefully about each statement. When students have completed these sentences, the teacher may want to point out (or have students point out) the frequent use of comparative adverbs — "too," "more," "best" — in statements of opinion.

LISTENING COMPREHENSION

Worksheet 14:

On side 1 of the audiocassette tape six monologues have been recorded. These are fictional comments from residents of a small town which lies near the route of Highway 401. Each individual speaks about the impact of the highway on his or her life and the life of the town. Each provides some factual information and some personal opinion.

Before starting the tape, give each student an answer sheet (Worksheet 14) to record the required information. Stop the tape briefly after each monologue, so that students can fill in the information on their answer sheets.

Ask students to note in each case:

(a) whether the individual *approves or disapproves* of the highway;
(b) some point of *fact* made by each individual;
(c) some *opinion* made by each individual.

The six characters are:

1. The manufacturer — Burt McCrimmon
2. The farmer — William Kennedy
3. The motel owner — Florence Eldridge
4. The grocery store owner — Jean Murphy
5. The real estate salesman — Ed Pierce
6. The student — Steve McGregor

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1. Small manufacturer (Burt McCrimmon)

"You see, they talked about this highway for years before they built it. I thought it would never happen. You see, I'd been making machine parts in the back of my Dad's old blacksmith shop for a few years, and I thought I'd like to expand and really go into business for myself. George at the bank said he'd back me, and I started planning my factory. Well, when I heard about the highway, I thought that would be the ticket. And a few months after it opened, I'd bought the land from old man Kennedy and started building.

"Well, I got it built. First I employed 50 workers, and then I went to 100. Now I've got 200. Lots of these fellows come from other towns, and other provinces. I was paying good money, and a lot of them came with their families. That meant building new houses, as well as the school and the shopping centre.

"The highway? It was about time for it to be built. It couldn't have come along at a better time. It's made everything possible for me. There's quick transport to the city and a good labor force. It's great!"

2. Farmer (William Kennedy)

"You want to know something? I think it was all a big mistake. I used to have a few hundred acres. They ran from about a quarter mile north of the town back to where those hills there start. I grew corn, oats. I had a hundred head of cattle, some pigs, some chickens. A mixed operation. I thought I'd have something to pass on to my son. Land's important, you know. It was a good life. It was nice out in the fields in the summer mornings. We were away from town a piece, but close enough we could do our shopping and meet folks.

"Well, sir, that was a good life, like I say. It's gone now. Sure, I'm well off. They paid me lots of money. But that doesn't take the place of the land. You know where they put that highway? Right across my land. They sent me letters, and they came, and they talked to me. They offered me more money than I'd ever seen before. But the land was what I wanted. It didn't matter though. They took it from me anyway, and they paid me.

"Now I lie awake at night and I listen to them big transports. They go all night, and they're just a few hundred yards away. You see that road that connects with the big highway. That used to be a little gravel track, and we were the only ones used it from one day to the next. Now that restaurant is open all night. Those big lights shine all night long. Motor cycles and fast cars and trucks roar up and down that road all the time. I don't know. I think everything's been spoiled for good."

3. Motel Owner (Florence Eldridge)

"Before the highway was built, everybody travelling from Toronto to Montreal had to go by our motel. A lot of them stopped for the night, since this town's about halfway, and our place has always looked nice and clean, you know. I like to cook and my husband, Don, he likes to look after the garden and the field out back that goes down to the lake.

"Then the highway was built, and people didn't have to stop here any more. They could make the drive in one day, for one thing. For another, they didn't see our motel at all, because it's on the old road, not the new expressway. That made me mad — and a bit scared too. What did they mean by taking our business away like that. I thought the highway was a bad thing.

"But then, when it was all finished from one end to the other, lo and behold, people were stopping at our place again. This time they stayed longer. You see, we'd *thought* they'd stayed with us just because the highway went by our front door, and we were the only motel around. Now there's three others close by, and they still come to us. Of course, we've added to our place. But the folks that stay here, they want a quiet spot, where it's homey and there's good food and a way down to the lake, and you can sit out under the trees in the evening. So we've done well. I guess that highway's not so bad after all."

4. Grocer (Jean Murphy)

"I think it's a shame. Why can't people be satisfied? I don't know. I think it's ruined the town. My father opened this store 70 years ago. We were doing just fine. People used to come in and buy their groceries and stay to chat. We had everything we needed. Business never exactly boomed, but we did all right. We had time to think. I'd close the store each night and go home and have time to have a nice supper. My sister and her kids were with us in our father's old brick house where we grew up. My sister's husband was killed in the war, you know.

"But then, that highway! Noise, dust, and all that, when it was being built. Then, when that was over, they built that new shopping centre. It's open all the time, with the big supermarket and the drug store and all. I lost my help to them a few years back. I couldn't afford to pay what they could. Now everybody seems to be in a hurry and they won't stop to talk at all. Anyway, I don't even know who they are anymore. I think the highway hurt us. They should have let things alone. They didn't need to build it. It didn't do me any good."

5. Real Estate Salesman (Ed Pierce)

"The highway? It sure changed things for me. Before it came, this was a quiet little town. Almost a backwater, you might say. You know what I mean. A main street with a drug store, a grocery, a hotel, a gas station. Back of that there were the big old houses where most people in town lived. It was quiet as a church, and nothing was happening. On the other hand we had problems with traffic. It used to tie up the main

street, especially on weekends, cars from Montreal and Toronto and Ottawa, stalling and honking their horns. I guess Jake at the gas station got lots of business.

"But that's all changed now. It's made a big difference. The highway, I mean. My view, for what it's worth, is it's put this town on the map. There's Burt's new factory out by the 401. Across the highway, where the old Kennedy farm used to be, there are 100 new houses, and a school. There's the new shopping plaza as well. It's been good for business, in my opinion. That's for sure."

6. High School Student (Steve McGregor)

"Before they built that highway, this town was really dead!

"Seriously, growing up in a small town, a hundred miles from the city, it seemed we were nowhere, cut off, if you know what I mean. Saturday night was boring. At least that's what I think now. You know, we'd get the car and drive down the main street, or park, or look at the girls. Nothing to do, no place to go. The city was some place you read about in newspapers or saw on TV. We were nowhere.

"But now the highway's there, I think it's great. First of all a lot of new people came to live here, and new stores opened up, and the town got more exciting. The big thing, though, is now we can get out of here faster. I can be in the city in a couple of hours. I borrow the car, and I call up Fred and Mike, and we go to Toronto to see a hockey game or a concert or just to walk around downtown. In my opinion, life's a lot more exciting now.

"I've got an uncle I stay with in the city, and I usually go there once every couple of months, and for a few days in the summer. You know, the funny thing is, I think I appreciate this town much more now. I think that's what happens when you get older. I like the city, but then I like driving out the back roads and getting out of the car and smelling that fresh air. It's funny how you get to see things differently."

MAKING PREDICTIONS

Students will likely have formed a mental impression of each of the persons they have heard on the tape because of their differing opinions about the building of Highway 401. On the basis of the personalities and opinions revealed in the monologue, students should be able to make certain predictions.

The two exercises that follow encourage students to think beyond the information given and to make inferences on what is probable based on the opinions they have heard.

Put the six statements that follow on the blackboard.

1. "As you grow up, it's important to see more of the world. In that way you get to know the place you live in even better."
2. "It's a good feeling to know that you helped make your town grow by providing jobs for so many of its people."
3. "I think it's important that travellers should have a comfortable place to sleep when they've finished a day's driving."
4. "There's nothing worse than having the property you've known since you were a kid taken away from you and paved over."
5. "Even though the town's a lot bigger now, it seems more lonely. People aren't very sociable any more."
6. "The way you can tell about the prosperity

of a town is by looking at the amount of land being bought or sold and the number of new buildings going up."

Each of these statements *could* have been made by one of the fictional residents of the small town whom students have already heard. Ask students to read each statement carefully, replay the tape if necessary, or refer to the written transcripts of the comments, and then decide which one of the six residents is most likely to have made each statement. Discuss with the students the reasons for their choices.

MORE PREDICTIONS

On Worksheet 15, six new situations are summarized. Students should read these situations carefully, then, based on their knowledge of the six residents, make a judgment about how each one would react to a particular new situation. It could be an interesting oral activity for the class as a whole. Here are the situations as found on Worksheet 15.

(a) Ed Pierce is a member of the town council, which is meeting to discuss a proposal to build a soft-drink factory in the town. The factory would go up at the west end of town, near the site of a proposed housing development along the lakeshore. How do you think Ed will vote on the proposal? What leads you to this conclusion?

(b) Merchants in the shopping plaza are asking that the municipal by-laws be changed so that stores can stay open Wednesday, Thursday, and Friday evenings until 9 p.m. They argue that this will make shopping more convenient for many of their customers. A petition is being sent around asking for signatures of all those store-owners in town who support the new hours. Do you think Jean Murphy will sign the petition? On what do you base your judgment?

(c) A local branch of Pollution Probe has written the Ontario government asking for an Inspector to enforce government regulations on all factories in the area. If a factory doesn't meet pollution standards, it could be closed down so that improvements can be made. Pollution Probe members want to talk to factory workers to explain their position. Do you think Burt McCrimmon will allow them in his plant to talk to the workers? On what evidence do you base your opinion?

(d) Steve McGregor is about to have his eighteenth birthday. His parents want to give him a big present since it is also the week he graduates from high school. The McGregors have offered their son a choice between a new stereo system for his room and a small second-hand car. Which of the two do you think Steve will choose? What leads you to that conclusion?

(e) Pierce Realities is trying to buy up waterfront lots along the lakeshore for a new residential development. One of the lots is behind Florence Eldridge's motel. It would make a perfect residential area, with a gentle slope down to the river and a line of Lombardy poplars along the west side of the lot. Do you think Florence and her husband will be willing to sell? Why?

(f) There are plans for a new food market where local produce will be sold — corn, beans, potatoes, eggs, and so on. The market will be set up next to the restaurant just off the 401. The people who are trying to start the market have gone around to all the local farmers to see if they would be willing to supply the produce which will be sold. What answer do you think Bill Kennedy will give? Why do you think he will respond that way?

DESCRIBING PHOTOGRAPHS

The set of ten photographs in Envelope 2 show a variety of cars.

- Show the series of photographs and have each student select one of the cars.
- Have each student write a brief description of the car in *factual* language.
- Ask each student to then give an oral opinion on the car:

  I would like to ride in this car because . . .

  I would not like to ride in this car because . . .

•The opinions can then be written in a few brief sentences.

SUPPLEMENTARY: INDIVIDUAL RESEARCH PROJECT

This activity is designed to reinforce the language skills already presented in this module as well as individual research skills associated with the study of local geography. The objective is the study of a local road or highway development project and its impact on the community.

The suggestions that follow are open-ended. They may be used for a limited classroom activity, or they could serve as the basis for a major project. How this material is employed will depend on classroom time available, the availability of local resources, the ability of students, as well as the interest of the teacher and students.

1. Based on discussion with students, choose a local road or highway development project which has had a noticeable effect on the community. This could be the construction of a highway by-pass or freeway, a street-widening program, revision of a traffic system, or the institution of a one-way street plan. The development should be one which has had effects somewhat similar to those of Highway 401, although of course of a smaller scale.

2. Once students and teacher have agreed on their choice of a project they would like to investigate, the first task should be to locate and collect illustrative materials which will show "before and after" impressions of the site. This should include maps and photographs. Such materials might be available at any one of a variety of sources: municipal planning or records offices, photo survey companies, local ministry of highway offices, local elected representatives who sponsored or approved the project, newspapers, and public libraries.

3. As a result of acquiring these illustrative materials, students may wish to make up their own simplified "before" and "after" maps, or photo displays, for use on the classroom bulletin board.

4. With the help and guidance of the teacher, ask half the class to draw up a short list of questions which are designed to seek out *factual* information about the project. When the questions have been drawn up and refined, students could use them for interviewing local officials responsible for the project. The objective would be to bring back to class as much factual information as possible describing the project.

Such questions could include the following:

— Why was the project designed in the first place?

— What new roads have been built?

— What old roads have been expanded?

— What buildings were torn down, if any?

— What new buildings have been erected, if any, as part of the project?

— What parking areas, if any, have been added or removed as part of the project?

— What new houses, schools, churches, or community centres, if any, have resulted from the project?

— What other physical changes have resulted from the project?

— How long did the project take to complete?

5. Have the other half of the class draw up another short list of questions designed to discover *opinions* held by people in the community about the project. This time the objective will be to bring back to the class responses which indicate approval or disapproval of the project.

Such questions might include the following:

— Did you think the project was needed?

— Did you agree with the plans as they were drawn up?

— Has the project been a benefit to you personally?

— Has the traffic improved in the area?

— Was it a good idea to tear down old buildings or construct new ones as part of the project?

— Has the parking in the area improved?

— Has the development been good for business?

— Has the development made the community a better place to live and work?

6. Classroom follow-up to these two surveys include a number of possibilities. Each teacher

will judge which is most suitable in each situation.

— Students record responses to their questions on master sheets which they can bring back to the classroom.

— Students record the answers to the opinion questions in the form of short monologues similar to those in Part B.

— The teacher may discuss the kinds of responses made to the opinion survey, the language used to express opinion.

— The teacher may discuss with students how the same fact can lead to various shades of opinion, depending on individual circumstances.

— The teacher may use the opinion survey as an introduction to the concept of public opinion surveys and tabulation of results.

— The class may plan a major display of the visual materials, the factual information and the opinions resulting from their research.

— The teacher may design other activities which make use of the material resulting from this activity.

Part C — Cars for Sale: The Classified Section

This section of the module is based on the use of the classified ads section of the daily newspaper. The classified section is like a market place where individuals and companies place and look for information about articles and services they wish to buy or sell.

FACT AND OPINION IN ADVERTISING

Activity 1: What are Classified Ads?

Bring into the classroom enough copies of your local newspaper's classified section to distribute among the students. Ask students to browse through the classified section, to find out the different kinds of goods and services which are advertised.

- Ask students to pick out the various headings under which classified ads are organized. Write the headings on the board. They might include: Help Wanted, Houses for Rent, Houses for Sale, Lost and Found, Personals, and so on.
- The classified index will show where various headings can be found in the newspaper. Ask students to find each of the headings they have noticed in the index. Write the number for each heading on the board as well.

Activity 2: Reading the Classifieds

Here is a classified ad as it appeared in the classified section of a daily newspaper. Hold up the flashcard on which it is printed so that students can see it clearly.

> For Sale: 1980 Pontiac, 4-dr., auto.,
> 40 000 km, radio, new tires, $6000.
> Call Angelo at 698-0703, after 6 p.m.

Some preliminary discussion questions might be:

1. Which words have been abbreviated in this ad?
2. Which words have been left out?
3. Why has the ad been written in such a concise abbreviated form?

4. Why do people try to include the maximum amount of information in the minimum amount of space (the cost of a classified ad is calculated according to the total number of words in the ad)?

Activity 3

Have students develop a list on the board of the different kinds of information you need in a classified ad for a used car. List beside each category some of the main variants in each. You can use the following table as a guide. At this point, you may also want to introduce the abbreviated forms, given in brackets on the table.

Activity 4

Distribute Worksheets 16 and 17 to students to record information from several different classified ads.

1. Look at the sample ad printed on the flashcard. Review the information that is already recorded on the worksheet.
2. Have students read the remaining ads one by one and record the information on their worksheets. Verify the worksheets.
3. Ask students to look carefully at each ad. What information, if any, is missing? Is all the information given of equal importance? Ask students which car they would buy, and ask them to give reasons for their choices.
4. Have students state the information given in each ad, using complete sentences. For example, in the case of the ad on the flashcard:
   — The car for sale is a 1980 Pontiac.
   — It has four doors and automatic transmission.

Make of Car	Chevrolet (Chev.) Oldsmobile (Olds.) Volkswagen (VW) Ford Toyota etc.
Model	Malibu Vega Rabbit Cougar Chevette Corolla etc.
Year	19--
Style	2-door (2-dr.) sports coupe 4-door (4-dr.) hatchback (H-Back)
Transmission	standard (stan.) automatic (auto)
Fuel	regular gas unleaded diesel (D)
Mileage	number of kilometres driven (km)
Extras	radio snow tires (snows) white walls radials air-conditioning (air) power brakes (P/B) power steering (P/S) power windows (P/W)
Asking Price	$
Owner's Name	
Owner's Telephone	
Other	uncertified (uncert) certified (cert) one owner color evenings only (evgs.)

– It has travelled 40 000 kilometres.
– It is equipped with a radio and new tires.
– The asking price is $6000.
– The owner's name is Angelo.
– He can be contacted at 698-0703 after 6 p.m.

5. If the teacher wishes to give students writing practice, they could be asked to write out the information for the five ads in complete sentences, and finally write a short paragraph telling which car they would buy and why.

Activity 5

Your students may already have noticed that some of the terms used in these classified ads communicate more than just a simple fact. These concise words or phrases often convey quite complex ideas.

1. Ask students to explain what is meant by the words and phrases listed below. Some students will probably have had experience in buying or selling a car, and will be familiar with some or all of these terms.

orig. owner – only one person has owned the car, the person who bought it new in the first place. This may indicate the car has been well looked after and kept in good repair

mint cond. – the car is in such good condition it resembles a newly minted coin

many options – many optional features are included – for example, radio, cassette deck, air conditioning, leather seats – but we don't know which ones

best offer – the car will be sold to the buyer offering the highest price

A-1 cond. – the car is in first class or excellent condition

cert. – the car has been tested by a licensed inspector and has been given a certificate which says it is safe to drive

must sacrifice – the price is much lower than it should be, because the owner has to sell it quickly

warranty assumable – the buyer will take on a new-car warranty which is still in force

2. Discuss with students the distinction between the literal meaning of the words used and the more implicit, connotative interpretation which can be placed on the terms. Point out how important it is for a potential buyer to understand the implications in the language of classified ads.

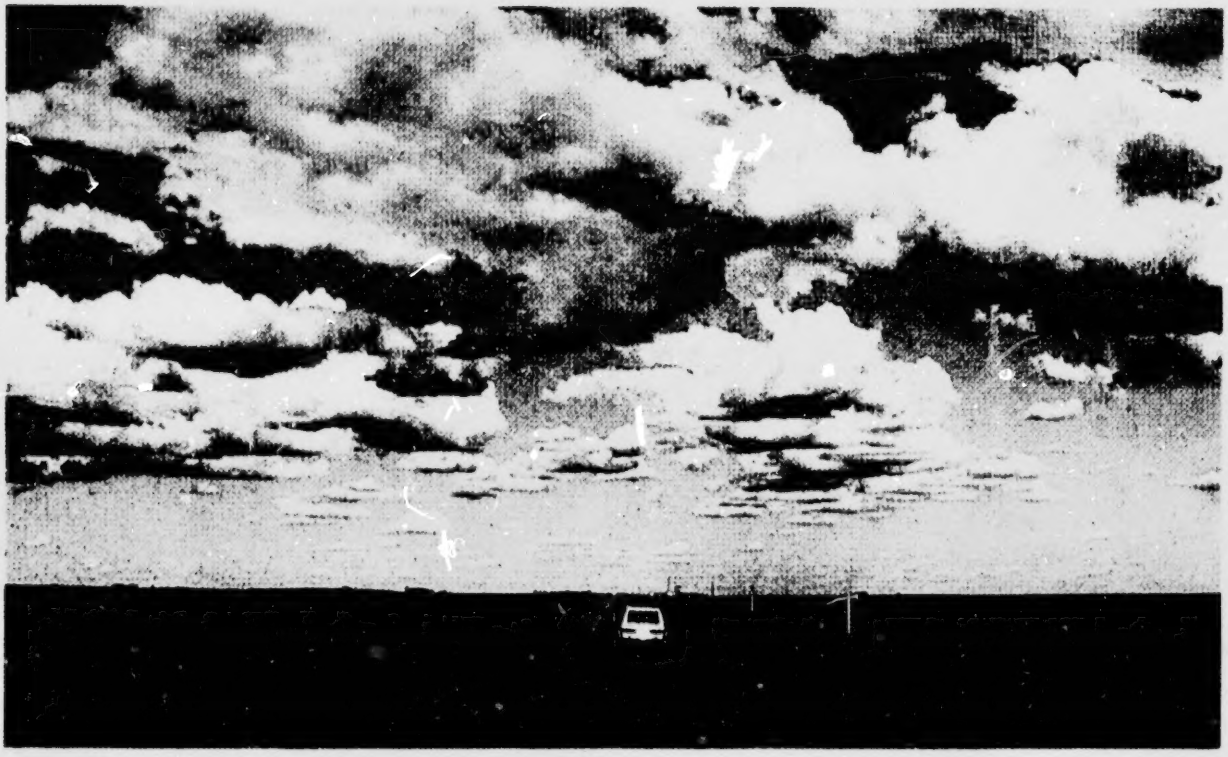
3. Ask the class to suggest other terms which also belong on this list. Some examples: "must be seen," "small rust," "will cert," "one owner," "fully loaded," "extras," "offers."

4. People usually place ads in the classified section because they want to sell something. The ads they write are designed primarily to provide the kind of information which will attract buyers. Sometimes an ad provides useful factual information, and sometimes there are very few facts at all. In fact, the ad may express only an opinion about the article for sale, in order to persuade others to buy it.

(a) Put these ads on the board, one at a time. Ask students to read each one carefully.
1. 65 Dodge, excellent cond. $750 as is, 653-3581
2. 79 Ford LTD, excellent, clean, fully loaded, best offer 878-6060
3. 74 Pinto, 4 speed stan., gold exterior, tan interior, immaculate, $500 body work and paint just completed, reliable, 56 000 kms, must sell, $1900, 457-5858 after 6 p.m.
4. 77 Volare Premier, good condition, low mileage, very clean, one owner, 449-2042 after 4 p.m.

(b) Have one student underline all the words in the ad which provide factual information only.
(c) Have a second student underline the words and phrases in each ad which are not strictly factual but express the personal opinion of the owner – for example, in 1: "excellent cond."
(d) Ask students to suggest reasons why the person placing the ad might have used the non-factual language they have picked out in (c).

(i) The attached car advertisement is an example of the way advertisers combine illustration,



WHEN IT COMES TO ECONOMY WE'RE MILES AHEAD OF THE REST.

The amazing Rabbit Diesel. Transport Canada rates it far and away the country's most fuel efficient car, delivering a frugal 5.0 L/100 km* (or 56 mpg).

It reaches that remarkable figure with a 1.6 litre diesel engine that never needs a conventional tune up. Because it has very little to tune. No spark plugs, points, condensor or distributor to worry about.

So you can drive for miles without maintenance problems driving you around the bend.

About the only thing Rabbit Diesel doesn't economize on is room.

Inside, there's enough space to get you to the wide open spaces in total comfort.

So, if you're looking for the best mileage going, stop by your local Volkswagen dealer and test drive the Rabbit Diesel.

To go any further would be a waste.

THE VOLKSWAGEN RABBIT

DON'T SETTLE FOR LESS.

*Based on 1981 ratings. Figures for 1982 were not available at time of printing. Rating based on Transport Canada approved test methods. Your fuel consumption will vary depending on how and where you drive, weather conditions, optional equipment and condition of your car.

You're gonna swear you got more hair!

Improved herbal essence shampoo from Clairol* Now with a special conditioner!

Thicker hair. *Fuller* hair. Hair that's lush and clean with no dry wispy flyaways. Hair that looks and feels like there's simply more of it.

That's what you'll swear you get from improved Clairol* herbal essence shampoo.

Why? Because we just added a special conditioner. It's marvelous. It's 100% oil-free, too. So now you can get what you've probably been missing in other shampoos: a shiny, gorgeous, glorious clean with no dry flyaways . . . and the same original fragrance of wild flowers and mysterious green herbs no one's ever been able to imitate.

Herbal essence shampoo, it's a clean that looks and feels smoother. More manageable. Thick, Rich. Full. Fabulous.

Use it, and all of a sudden . . .
It's like you got more hair.
You'll swear!

(Wow! Has herbal essence ever changed!)

* TM ® 1979 CLAIROL CANADA DIV OF BRISTOL MYERS CANADA LIMITED AUTH USER KNOWLTON BROME LAKE QUE

facts, and persuasion to appeal to readers. Ask students to read the ad carefully and then distinguish between what is fact and what is persuasion. What effect does the photograph have?

(ii) The attached shampoo advertisement is another example, this time aimed at younger readers. Again, ask students to read the ad carefully. Discuss with them the implicit ideas being presented by the words and by the illustration.

(iii) Students could bring into class ads they have cut out from newspapers and magazines which appeal to them. These could provide a basis for further activities, if time allows.

(iv) Ask students to talk about advertising in other media. Depending on the time available and the students' capabilities, the teacher may want to discuss radio and television commercials and their importance.

SUPPLEMENTARY ACTIVITIES

The remainder of the activities in the module can be useful to students who wish to pursue some of the themes already established.

A: The Fuel Efficiency Rating

This activity will be of interest to students who wish to discover other means of comparing cars — an exercise they began in previous activities in this part of the module.

Transport Canada has rated all cars sold in Canada according to fuel efficiency. Different cars require differing amounts of fuel to travel the same distance. The higher the fuel efficiency of a car, the less fuel it requires to travel a fixed distance. The fuel consumption guide shows the fuel consumption rate of each car: the lower the rating number, the less fuel is consumed.

Activity 1

(a) A number of factors affect the fuel efficiency rating. The teacher might begin this sequence of activities by having students explain or develop the meanings of the terms listed below, as a group. (You may be surprised how many technical terms associated with cars your students already know.)

engine size
— the volume of the combustion chamber, usually given in litres

cylinders
— the number of cylinders in the engine, usually 6 or 8

transmission
— the type of gearshift used — automatic (A) or manual (M); the number indicates the number of forward speeds (for example, A3)

fuel
— the type of fuel used: R = regular leaded
D = diesel
X = regular unleaded

fuel consumption*
— the number of litres consumed in travelling 100 kilometres

U
— fuel consumption in urban driving conditions

H
— fuel consumption in long-distance highway driving conditions

Rating
— combination of U and H rating — *not* an average of the two — again measured in litres of fuel consumed per 100 km

(b)* Students might be interested in the Imperial (non-metric) method of measuring fuel consumption. Before metrification in Canada, fuel consumption was given as the number of miles travelled per gallon of fuel consumed. Discuss the difference between the two methods.

Activity 2: Reading a Table

With declining fossil fuel resources and escalating fuel costs among our prime concerns today, it is important to introduce students to these concerns and prompt some kind of personal response to the situation.

This activity deals with the concept of fuel efficiency in the context of reading and analysing information presented in a table.

Hand out copies of the table (Worksheet 18) to your students. Make certain they understand the application of each of the columns in the table, which is taken from Transport Canada's fuel consumption guide.

(a) Ask students to fill in the blanks in the following sentences (Worksheet 19), based on the information in the table.

1. The Lada has a fuel consumption rating of _____ .
2. The Lincoln Continental has an engine size of _____ litres.
3. The Chevrolet Citation has an engine with _____ cylinders.
4. The Dodge Omni has a _____ transmission with _____ speeds.
5. The Peugeot 505 uses _____ fuel.
6. The Honda Civic uses _____ litres of fuel per 100 km on the highway.
7. The _____ has an engine size of 4.2 litres.

(b) Ask students to answer the following questions based on the information in the table. The answers can be written in the spaces provided on the worksheet and then repeated orally to the class.

1. Which car has a fuel consumption rating of 5.0?
2. What fuel is used by the Toyota Corona?
3. What kind of transmission powers the Buick Century stationwagon?
4. How many litres of fuel does the BMW 7331 use to travel 100 km in the city?
5. What is the Lada's engine size?
6. How many cylinders are in the engine of the Lincoln Continental?
7. What is the fuel consumption rate of the Dodge Omni?

Activity 3: Sentence Formation

Ask students to use the information in the fuel consumption guide to form complete sentences. For example, for the first entry:

> "The BMW 7331 has a 3.2 litre engine with six cylinders. It has an automatic transmission with three forward gears. It uses regular unleaded gas and consumes 15.7 litres of fuel per 100 km in the city and 10.2 litres per 100 km on the highway. Its fuel consumption rating is 12.5."

Activity 4: Rank Ordering Information

(a) Ask students to make a list of the cars mentioned in the table in order of fuel efficiency. The car which consumes the least amount of fuel — that is, with the lowest rating — would go at the top of the list, while the car with the highest rating would go at the bottom.
(b) Ask students to suggest reasons for the ratings of each of the cars, based on the information in the table. Why might one car have a lower rate of fuel consumption than another? Students with a knowledge of cars may be able to offer some advice here: for example, cars using diesel fuel generally have a lower fuel consumption rate than other cars.

Activity B: Friendly Persuasion

5. The following ad appeared in the classified section of a Canadian newspaper. Either write it on the board or else distribute copies to your students.

> PRESTIGE AUTO: Jaguar XJS
>
> ALAS!! The time has come for me to make a decision; one of my loves must go, unfortunately I'm getting married! It is a '77 model which was bought May '78; it has been pampered and loved excessively. Asking for a loving and caring person to look after it. $16 000 or best offer. Please phone (sigh!) and leave offer, no tire kickers please, 787-2811

1. Ask students to pick out the factual information in the ad.
2. Ask students to pick out the persuasive language used.

3. Ask students to suggest why the advertiser chose to use so little factual information and so much persuasive language. Does this mean that the car may not be worth the price suggested? What other reasons could there be for the limited amount of factual information available?

Activity 1: Supplementary Dialogue Practice

Each card on the blue and orange sheets has on it an ad which is taken from the classified section. Have students pair off and give each pair cards for the same car. One student is to play the role of the seller, the other the role of the prospective buyer.

Ask students to imagine they are involved in a telephone conversation, in which the buyer is attempting to gain more information about the car, and the seller is responding to the buyer's questions.

Activity 2: Supplementary

Ask each student in your class to decide on one article which he/she would like to advertise for sale. Have them prepare classified ads for the items:

- make a careful list of all the information they would like to include in their ads.
- write out the information they want to include, in complete sentences. (Remind them that they may want to include factual information and some persuasive comments.)
- write the ads as they might appear in the classified section of the newspaper. (Remind them that their ads must be both concise and clear.)

The completed ads can then be posted on the classroom bulletin board, or published in a school newspaper.

If you would like your students to go further with oral practice, those interested in any of the articles advertised could interview the students advertising.

Activity 3: Follow-up

Now that students have had some experience with classified ads, it could be valuable to discuss with them the language and the images of commercial display advertising. It will not be possible to explore this theme in great depth since the uses of language in advertising are many and very complex. You will need to judge how far each group of students can profitably go in exploring the subject.

— Discuss the various places one might expect to see a display ad. Examples might include magazines, newspapers, billboards, public transit. Why are these spots chosen?

Activity C: Independent Research — The Cost of Owning a Car

If time permits, students may be interested in the following activity which requires independent research and organization of information.

How much does it cost to own and drive a car? Your students may be interested in finding out the answer to that question. If so, you can design an activity which provides them with the answer.

(a) Ask each member of the class to prepare a budget for a typical car owner. Suggest that they base their budget on the experience of someone in their family or a close friend. The first step will be to write down what kinds of costs are involved. Then they can proceed to find out the dollar amount of each cost. The budget should cover one year of use.

(b) Here are fixed costs for every car owner:
Purchase price — what the car costs to buy
Taxes — sales tax at the time of buying the car
Annual depreciation — the value of a car becomes less each year
Insurance — also payable at the time of purchase
Licence and registration — the driver must have a permit and the ownership registered
Finance charges — what it costs to borrow money to buy the car (interest)

(c) Here are costs which will vary according to the amount of use the car has:
Gas and oil — this can be estimated on the basis of one month's use
Maintenance — this includes regular check-ups, tune-ups, and repairs

Replacement of tires, battery, and other equipment

(d) When students have found out the costs under each of these headings and listed them, they can then total them and find out the annual cost of owning and operating a car. If they wish, they can keep the purchase price and sales tax separate.

(e) In order to make a comparison with the costs of public transit, suggest to some students that they find out the cost of riding public transit for the same period of time. This would mean calculating how often a person without a car would have to use public transit, and the cost of fares for the same period. If use of a car also involved some inter-city travel, then there should be an estimate of the cost of comparable public transportation.

Activity D: A Humorous View — "The Heap" by Harry Bruce

If students have enjoyed reading about cars, they may be entertained by the brief article, "The Heap," written by Canadian journalist Harry Bruce (reprinted on Worksheet 20). Mr. Bruce provides a humorous description of his family car, and personifies "The Heap" almost as a member of the family. Students will find the passage contains a number of words and concepts which are new to them. However, it should be possible for ESL students at a certain level to grasp the humor and the main ideas. The following suggestions could be useful in drawing general and specific responses from students.

(a) Have students skim "The Heap" at first to understand its general meaning. After they have read the article once, try to elicit the extent to which students have understood its theme and the humorous tone.

(b) Following this general discussion, you may wish to pursue with your class a more specific analysis, using the following questions:

— Would you say The Heap was "good transportation"?

— In paragraph 3, what words indicate the author's feelings about his car?

— What words or phrases show the author regards the car almost as a person?

— When does the author stop being negative and become positive in his description of The Heap?

— In one or two sentences, describe The Heap as Harry Bruce sees her.

(c) Harry Bruce's article introduces students to a number of words which will be unfamiliar to them. To gain an understanding of such new vocabulary, they should begin by making inferences on the basis of the context in which each word appears. The following words are likely to be difficult:

classic	wallflower
archetypal	humiliating
quintessentially	nauseated
malice	woozy
complexion	respectable
pockmarked	deteriorate
pedestrian	contemptuous

(d) A number of terms used in this article are culture-bound, that is, they are idioms which will probably be unfamiliar to ESL students because of their origin in English-speaking culture. It might be useful to explain the origin and meaning of terms such as:

wallflower	Archilles' heel
matchbox car	Orr's knee
Austin mini	

(e) Ask students to write a classified ad advertising The Heap. What price would they set? How can they make the car sound attractive to prospective buyers?

Answer Key to Student Worksheets

FORMING NOUNS FROM VERBS — Worksheet 1

A verb can often be changed to a noun by adding an ending (or suffix) such as -or and -er (for a person) and -tion or -ation (for a thing). Form the correct noun from the verbs in brackets and write the noun in the blanks provided. Use a dictionary if necessary.

Example: Before planners chose the best ..*location*.. (locate) for the new highway, thousands of Ontario ..*drivers*.. (drive) were interviewed.

1. Since the ..*completion*.. (complete) of the 401, the trucking industry has grown.

2. A ..*planner*.. (plan) visited each community and listened to the opinions of the people.

3. Surveyors and engineers had to study the land before ..*construction*.. (construct) could begin.

4. The highway has brought smaller communities closer to ..*visitors*.. (visit) from other towns and cities.

5. The pattern of travel and ..*transportation*.. (transport) in southern Ontario has been changed completely by the existence of the highway.

6. Each day thousands of ..*commuters*.. (commute) use the 401 to drive to work in the city from homes in the suburbs.

7. The people who map out the exact size, position, and shape of a new highway route are called ..*surveyors*.. (survey)

8. Building the 401 has not brought about the ..*elimination*.. (eliminate) of all traffic problems.

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UNDERSTANDING THE FACTS (The Car and the Highway) **Worksheet 2**

Read each statement and decide if it is true (T) or false (F).
Write "T" or "F" in the blank provided.

Example: *T* Surveyors and engineers had to consider the shape of the land when they were planning the 401.

1. *T* The trucking industry has grown as a result of the building of Highway 401.
2. *T* There are often traffic jams on the 401 during rush hour.
3. *F* Construction of the 401 began in the 1930s.
4. *T* More than half of the people in Ontario live within 20 kilometres of the 401.
5. *T* Many houses, stores, and factories have been built near the 401.
6. *T* The 401 is also known as the "Macdonald-Cartier Freeway."
7. *F* After the 401 was built, most of the small communities along the route suffered because they lost business.
8. *T* The construction of the 401 resulted in many important changes in Ontario.
9. *F* The planners ignored the wishes of the people who lived in the communities along the route.
10. *F* The construction workers began building the 401 at the Quebec border and continued until they reached the American border at Windsor.

PUTTING THE FACTS IN ORDER **Worksheet 3**

Read all of the following sentences quickly, then number the sentences according to the order in which the events occur. The first sentence has already been numbered for you.

6 By 1968, there was a minimum of four lanes along the entire length of the highway.

3 Planners spent some time interviewing Ontario drivers and people in the communities to find out what the best route for the 401 would be.

4 The first section of the 401 was finished in 1947 and stretched from Toronto to Oshawa.

1 In the 1930s, the Ontario government began to plan the building of the 401.

8 At present, many people are employed by the province to keep the 401 in good repair.

2 After World War II, more and more people were buying cars, so there was an even greater need for a major highway in southern Ontario.

5 Workers continued to build sections of the 401 in places where the traffic problems were greatest.

7 Many businesses and industries were built close to the route of highway 401.

9 Used by thousands of cars, trucks, and buses daily, the 401 has become a "main street" across southern Ontario.

MAKING CONCLUSIONS

Worksheet 4

Sometimes information is not given directly, but you can make a conclusion based on other information that is given in the text. The following statements are conclusions based on the text you read. Some conclusions are correct and some are not. Place a check mark (√) beside the conclusions which you think are correct and a cross (×) beside those which are wrong.

1. ..√.. World War II had a good effect on the construction of the 401.
2. ..√.. Before the 401 was built, it was often difficult to drive through many of the cities and towns in southern Ontario.
3. ..×.. Now a car is a luxury that only rich people can afford.
4. ..√.. Because of the 401, goods carried by truck can often travel faster than goods carried by train.
5. ..×.. Since the 401 was built, the tourist industry has decreased.

AVOIDING REPETITION 1

Worksheet 5

Join each underlined pronoun or pronoun phrase with an arrow to the word or words it replaces.

1. In the early twentieth century, cars were very expensive to make and to buy. They were treated as toys by those who could afford them.
2. Highway 401 is a very important truck route. It carries thousands of trucks and thousands of tons of freight daily.
3. Highway 401 runs 825 kilometres from east to west. It is one of the most important stretches of highway in Canada.
4. Before Highway 401 was built, the main road across Ontario was Highway 2. It was a very busy, two-lane road, often jammed with traffic.
5. Many narrow sections of Highway 2 were a real nuisance for drivers. They were often clogged with long lines of cars and trucks throughout the day.
6. New heavy-duty rock drills, earth scrapers, bulldozers, and trucks were developed during World War II. After the war, this equipment made the difficult task of highway construction much more manageable.
7. In designing the highway route, planners had to consider the location of lakes, swamps, sand pits, and rock formations. But these factors were not the only things they had to keep in mind.
8. The decision was made to build the first sections of highway in areas where the traffic was worst. This was an attempt to try and solve the biggest problems first.
9. The building of the new highway has not eliminated highway traffic jams completely. In fact, sections of the highway are continually being widened to avoid them.
10. In the 1980s, many people are concerned about rising fuel costs, falling fuel supplies, and pollution of the environment. These concerns may lead to many changes in our driving habits.
11. In 1945, half a million cars were owned by residents of Ontario. Fifteen years later, that number had tripled to one and a half million.
12. For most people today owning a car is a necessity. This fact has changed the way we all live.

AVOIDING REPETITION 2 **Worksheet 6**

Look carefully at each pair of sentences. In the second sentence of each pair
- underline the repeated words
- choose a pronoun phrase to replace them
- rewrite the sentence in your notebook

1. Road planners interviewed thousands of drivers who were using Highway No. 2 to find out the best route for the new highway. As a result of the interviews with thousands of drivers who were using Highway No. 2, the new route for the highway was chosen. *(these interviews)*

2. As they constructed the highway, builders had to avoid lakes, historic sites, and scenic attractions. Highway planners had decided to preserve lakes, historic sites, and scenic attractions whenever possible. *(these areas)*

3. Many new factories have been built close to Highway 401. An example of a factory that has been built close to Highway 401 is the large Ford plant near St. Thomas. *(this)*

4. Ontario's large population consumes huge quantities of potatoes from New Brunswick and Prince Edward Island, fish from the Maritimes, and meat from Alberta. Transport trucks bring in most of the potatoes from New Brunswick and Prince Edward Island, the fish from the Maritimes, and the meat from Alberta along an efficient highway network. *(these products)*

5. Each year more Ontario residents buy cars. Because more Ontario residents buy cars each year, Highway 401 is being widened continually. *(of this)*

6. During World War II, new machines were developed which cut down on the need for manual labor on large construction projects. The new machines which cut down on the need for manual labor on large construction projects included rock drills, earth scrapers, and bulldozers. *(These machines)*

7. The government realized it had to provide roads for Ontario's cars to travel on. Because the government realized it had to provide roads for Ontario's cars to travel on, the biggest road-building program in the province's history was begun. *(of this)*

WORD STUDY (The Age of the Automobile) **Worksheet 7**

Complete each sentence with the appropriate form of the word (verb, noun, or adjective) from the left-hand column.

entertain entertainment entertaining	1. For some scientists, working with cars was an ..*entertaining*.. pastime.
expand expansion expanding	2. The ..*expansion*.. of the automobile industry created many new jobs for people.
invent invention inventor	3. Nicholas Cugnot is considered to be the ..*inventor*.. of the automobile.
powered power powerful	4. In 1791, the first ..*powered*.. vehicle was seen on the streets of Paris.
manufacture manufacturer manufacturing	5. The car ..*manufacturing*.. industry has become one of the most important industries in Canada.
drive driver driving	6. Muddy roadways made ..*driving*.. a difficult business in bad weather.
invent inventor invention	7. Henry Ford is remembered today as the ..*inventor*.. of the modern assembly line.

MAKING INFERENCES (The Age of the Automobile)

Worksheet 8

In the left-hand column there are eight statements which give you some facts. In the right-hand column there are some conclusions which might be made based on the facts on the left. For each statement on the left, find one conclusion on the right. Write the letter of the most appropriate conclusion in the blank space.

Be careful — some of the conclusions do not fit any of the statements on the left.

1. At first, cars were mounted on wheels made of wood — just like carriage wheels. ..... *i* .....
2. There were few road maps or road signs to help a driver find the way. ..... *c* .....
3. By 1970, General Motors employed 20 000 people in Canada, and more than 600 000 around the world. ..... *g* .....
4. Henry Ford was the first car manufacturer to use a system of production known as the assembly line. ..... *j* .....
5. For most of the early inventors, the car was an entertaining plaything. ..... *d* .....
6. Drivers of early cars usually wore caps and goggles, and passengers wore long coats to protect themselves from the dust from the dirt roads. ..... *a* .....
7. There were few garages or mechanics to help motorists in trouble. ..... *f* .....
8. Daimler, Rolls, Peugeot, Buick, Chevrolet, and Olds are among the few car names that survive today from the thousands which once existed. ..... *e* .....

(a) The first automobiles had no windows or windshields.

(b) Some early cars ran on electricity.

(c) Drivers could easily get lost.

(d) At first, cars were not seriously considered as a method of transportation for the public.

(e) Most of the early car makers soon went out of business or were bought out by competitors.

(f) Car owners had difficulty getting their cars fixed.

(g) Cars are manufactured by General Motors in many countries.

(h) This company was started by Sam McLaughlin.

(i) A ride in an early car was rough and bumpy.

(j) Cars could be produced faster and more cheaply.

WORD STUDY (Is There a Car in Your Future?)

Worksheet 9

Synonyms

Write in the blank space provided the word(s) that have the same or similar meaning.

decline	*go down*	stop
clog	*block*	best
prime	*best*	go down
operate	*work*	depend
prevent	*stop*	block
rely	*depend*	work

Antonyms

Write in the space provided the word from the box on the right that is related but different in meaning.

increase	*decrease*	purify
residential	*industrial*	decrease
public	*private*	necessity
pollute	*purify*	wasteful
luxury	*necessity*	private
efficient	*wasteful*	industrial

SCANNING – QUESTIONS FOR TABLE 1 (Worksheet 11) **Worksheet 10**

1. When was the final section of Highway 401 opened? *October 11, 1968*

   Where is it located? *Hwy. 137 to Hwy. 2 (Long Beach)*

2. How long was the first section to be opened? *16.95 miles*

3. How long was the last section? *15 miles*

4. What is the longest single section of highway to be opened at one time? *38.4 miles* *Hwy. 4 to Hwy. 2 (Eastwood)*

5. What is the shortest section of highway to be opened? *Weston Rd. to Hwy. 400*

   How long is it? *0.90 miles*

6. Where is the easternmost section of highway located? *Hwy. 34 to Quebec boundary*

   How long is it? *8.14 miles*

   When was it completed? *November 10, 1964*

7. Where is the westernmost section of highway located? *Hwys. 3 & 3B (Windsor) to Hwy. 98*

   How long is it? *4.93 miles*

   When was it completed? *June 9, 1958*

TABLE 1 **Worksheet 11**

WEST TO EAST	MILEAGE	DATE OPENED
Hwys. 3 & 3B (Windsor) to Hwy. 98	4.93	June 9, 1958
Hwy. 98 to Hwy. 2 (Tilbury)	26.35	August 15, 1957
Hwy. 2 to Hwy. 21 (north lanes)	28.10	September 20, 1963
Hwy. 2 to Bloomfield Rd. (south lanes)	11.00	September 17, 1964
Bloomfield Rd. to Kent Centre (south lanes)	5.00	December 7, 1964
Kent Centre easterly (south lanes)	7.00	July 20, 1965
Hwy. 21 to Hwy. 76 (north lanes)	18.20	October 22, 1963
Kent-Elgin County line easterly (south lanes)	16.00	November 6, 1964
Hwy. 4 to Hwy. 2 (Eastwood)	38.40	May 31, 1957
Hwy. 2 to Hwy. 8 (Preston)	25.00	November 9, 1961
Hwy. 8 to Hwy. 25 (Milton)	26.00	November 17, 1960
Hwy. 25 to Hwy. 10 (Brampton)	13.75	November 26, 1959
Hwy. 10 to Hwy. 27 (Toronto)	6.60	November 3, 1958
Hwy. 27 to Weston Rd.	3.40	September, 1955
Weston Rd. to Hwy. 400	0.90	September, 1952
Hwy. 400 to Dufferin St.	3.10	August, 1952
Dufferin St. to Bathurst St.	1.40	October, 1952
Bathurst St. to Yonge St.	1.80	December, 1952
Yonge St. to Bayview Ave.	1.20	April, 1955
Bayview Ave. to Hwy. 2	12.20	August, 1956
Hwy. 2 to Ritson Rd. (Oshawa)	16.95	December, 1947
Ritson Rd. to Hwy. 35 & 115	11.60	November 19, 1952
Hwy. 35 & 115 to Hwy. 28 (Port Hope)	17.50	June 30, 1960
Hwy. 28 to Hwy. 30 (Brighton)	27.80	July 20, 1961
Hwy. 30 to Hwy. 33 (Trenton)	9.60	November 25, 1958
Hwy. 33 to Drummie's Sideroad	23.50	October 7, 1958
Drummie's Sideroad to Hwy. 38 (Odessa)	30.10	November 12, 1964
Hwy. 15 to Joyceville Sideroad	5.50	August 29, 1958
Joyceville Sideroad to Gananoque	9.65	August 6, 1959
Hwy. 2 to Hwy. 137	10.00	September 1, 1967
Hwy. 137 to Hwy. 2 (Long Beach)	15.00	October 11, 1968
Hwy. 2 to Prescott	35.70	September 16, 1960
Prescott to Hwy. 16	6.00	May 31, 1962
Hwy. 16 to Iroquois	20.60	October 19, 1965
Iroquois to east of Morrisburg	32.80	August 18, 1967
East of Morrisburg to Cornwall	17.79	October 30, 1963
Cornwall to Hwy. 34 (Lancaster)	26.20	July 31, 1964
Hwy. 34 to Quebec boundary	8.14	November 10, 1964

STATING FACTS AND OPINIONS 1

Worksheet 12

Decide which of the sentences below are facts and which are opinions. Put an F (for Fact) or an O (for Opinion) in the brackets after each sentence.

Example: The CN Tower is the tallest free-standing structure in the world. FACT (F)
I think the CN Tower is ugly. OPINION (O)

1. Highway 401 allows people to travel quickly from eastern Ontario to western Ontario. (*F*)
2. Highway 401 was built so that it could be easily reached by the majority of the people of Ontario. (*F*)
3. Highway 401 runs through countryside that looks dull and boring. (*O*)
4. I think people should stop buying cars so that there would be less traffic on the highways. (*O*)
5. I think the suburbs near the highway are too crowded. (*O*)
6. People drive too fast on Highway 401, in my opinion. (*O*)
7. Those people who live close to the freeway can travel quickly to other parts of the province. (*F*)
8. If you ask me, gas prices have gone too high. (*O*)
9. I think it's too long a drive from Montreal to Toronto, and I prefer to take the train. (*O*)
10. It takes about six hours to drive from Toronto to Montreal. (*F*)
11. As gas and oil become more expensive, people are looking for other sources of energy. (*F*)
12. As the number of cars on the road increases, Highway 401 is widened so that traffic can keep moving. (*F*)

STATING FACTS AND OPINIONS 2

Worksheet 13

As you saw in the last exercise, opinions are sometimes easy to spot because of certain key phrases which act as clues, such as "I believe," "I think," or "in my opinion." But sometimes there are no such clues. You must think carefully about the meaning of a statement in order to decide whether it is a fact or an opinion.

Put an F or an O in the brackets after each sentence to indicate which is a fact and which is an opinion.

1. Long lines of cars, trucks, and buses often fill the freeway during the morning rush hour. (*F*)
2. Highway 401 is too crowded during rush hour. (*O*)
3. Trucks now carry meat from the west and fish and potatoes from the Atlantic provinces to markets in central Canada. (*F*)
4. Truck transport is the best method of shipping in Canada today. (*O*)
5. After Highway 401 was built near our town, a shopping centre and fifty houses were built in the east end. (*F*)
6. Our town was more interesting after the highway was built. (*O*)
7. Highway 401 connects with several other major highways around Toronto, including the Don Valley Parkway, the Gardiner Expressway, and Highway 427. (*F*)
8. More expressways are needed to lead into the centre of the city. (*O*)
9. People who go to the Stratford Shakespearean Festival often use Highway 401 for part of their journey. (*F*)
10. If Stratford put on more American plays, more people from the U.S. would come to see them. (*O*)

LISTENING COMPREHENSION ANSWER SHEET (Things Will Never Be the Same) **Worksheet 14**

Answer Sheet

Person	Approve (√) or Disapprove (X)	Statement of Fact	Statement of Opinion
1. Manufacturer	√	First I employed 50 workers, and then I went to 100.	It was about time for it to be built.
2. Farmer	×	Now that restaurant is open all night.	I think it was all a big mistake.
3. Motel Owner	√	Now there's three other places close by . . .	I guess that highway's not so bad after all.
4. Grocer	×	. . . they built that new shopping centre.	I think it's ruined the town.
5. Real Estate Salesman	√	A main street with a drugstore, a grocery, a hotel, a gas station.	. . . it's put this town on the map.'
6. Student	√	I can be in the city in a couple of hours.	. . . this town was really dead.

MAKING PREDICTIONS **Worksheet 15**

In this activity you must judge how each of these characters would react to a particular situation.

(a) Ed Pierce is a member of the town council, which is meeting to discuss a proposal to build a soft-drink factory in the town. The factory would go up at the west end of town, near the site of a proposed housing development along the lakeshore. How do you think Ed will vote on the proposal? What leads you to this conclusion?

(b) Merchants in the shopping plaza are asking that the municipal by-laws be changed so that stores can stay open Wednesday, Thursday, and Friday evenings until 9 p.m. They argue that this will make shopping more convenient for many of their customers. A petition is being sent around asking for signatures of all those store-owners who support the new hours. Do you think Jean Murphy will sign the petition? On what do you base your judgment?

(c) A local branch of Pollution Probe has written the Ontario government asking for an Inspector to enforce government regulations on all factories in the area. If a factory doesn't meet pollution standards, it could be closed down so that improvements can be made. Pollution Probe members want to talk to factory workers to explain their position. Do you think Burt McCrimmon will allow them in his plant to talk to the workers? On what evidence do you base your opinion?

(d) Steve McGregor is about to have his eighteenth birthday. His parents want to give him a big present since it is also the week he graduates from high school. The McGregors have offered their son a choice between a new stereo system for his room and a small second-hand car. Which of the two do you think Steve will choose? What leads you to that conclusion?

(e) Pierce Realities is trying to buy up waterfront lots along the lakeshore for a new residential development. One of the lots is behind Florence Eldridge's motel. It would make a perfect residential area, with a gentle slope down to the river and a line of Lombardy poplars along the west side of the lot. Do you think Florence and her husband will be willing to sell? Why?

(f) There are plans for a new food market where local produce will be sold — corn, beans, potatoes, eggs, and so on. The market will be set up next to the restaurant just off the 401. The people who are trying to start the market have gone around to all the local farmers to see if they would be willing to supply the produce which will be sold. What answer do you think Bill Kennedy will give? Why do you think he will respond that way?

CLASSIFIED ADS CHART

	ex.	1	2	3	4	5
Make of Car	Pontiac		Ford		Toyota	Plymouth
Model		Pinto	Gran Torino	Rabbit	Corolla	Volare
Year	1980	1979	1975	1980	1976	1977
Style	4-dr	H-back	station wagon	convertible	2-dr	2-dr
Transmission	auto.			auto.	standard	auto.
Mileage	40 000 km	47 000 km		10 000 km	37 000 km	
Extras	radio new tires		P/S, P/B air-conditioned	many?		AM/FM radio
Asking Price	$6000	$4750	$1500 or $1700 cert.	$9000	$2800	$3000
Owner's Name	Angelo					Frank
Owner's telephone	698-0703	624-8403	846-0694	486-0641	247-7296	236-0543
Other	call after 6 p.m.	— as is — call evenings	— call after 5 p.m. — excellent condition — some rust	— black — 2 yr. warranty — mint condition	— call after 6 p.m. — certified	brown ext. red int.

FIVE CLASSIFIED ADS

Worksheet 17

1. 79 Pinto, H-Back, 47 000 kms, orig. owner. As is, $4750. 624-8403 evgs.

2. 75 Ford Gran Torino stationwagon, P/S, P/B, air, excellent condition, small rust, uncert. $1500, cert. $1700. Call after 5 p.m. 846-0694.

3. 80 Rabbit convertible. Many options. Black. Mint condition. Auto. 2 yr. warranty assumable. 10 000 kms. Must sacrifice, $9000. 486-0641.

4. 76 Toyota Corolla, 2 dr. stan., 37 000 kms. A-1 cond. Cert. $2800 or best offer. Call after 6 p.m. 247-7296.

5. 77 Plymouth Volare, 2-dr., auto., dark-red int., light-brown ext., AM/FM radio, $3000. Frank 3 to 9 p.m. at 236-0543.

TABLE 2: FUEL EFFICIENCY RATING FOR ELEVEN AUTOMOBILES

Worksheet 18

Car	Engine Size	Cylinders	Transmission	Fuel*	U	H	Rating
BMW 7331	3.2	6	A-3	X	15.7	10.2	12.5
Buick Century Station Wagon	3.8	6	A-3	X	12.6	7.7	9.8
Chevrolet Citation	2.5	4	M-4	X	10.2	5.9	7.8
Dodge Omni Five-door	1.7	4	M-4	R	10.2	6.4	8.0
Ford Granada	4.2	8	A-3	X	14.2	8.8	11.0
Honda Civic Five-door	1.3	4	A-3	R	9.0	6.4	7.4
Lada	1.5	4	M-4	X	10.9	7.2	8.7
Lincoln Continental	5.0	8	A-4	X	16.2	9.3	12.3
Volkswagen Rabbit Diesel	1.6	4	M-4	D	6.1	4.2	5.0
Toyota Corona	2.4	4	A-4	X	10.3	6.7	8.2
Peugeot 505 Diesel	2.3	4	M-4	D	8.2	6.7	7.5

Adapted from Transport Canada's Fuel Consumption Guide

**Fuel Types*

R = regular leaded
D = diesel
X = regular unleaded

READING INFORMATION FROM A TABLE — Worksheet 19

A.

1. The Lada has a fuel consumption rating of *8.7* .
2. The Lincoln Continental has an engine size of *5* litres.
3. The Chevrolet Citation has an engine with *4* cylinders.
4. The Dodge Omni has a *manual* transmission with *4* speeds.
5. The Peugeot 505 uses *diesel* fuel.
6. The Honda Civic uses *6.4* litres of fuel per 100 km on the highway.
7. The *Ford Granada* has an engine size of 4.2 litres.

B.

1. Which car has a fuel consumption rating of 5.0? *Volkswagen Rabbit Diesel*
2. What fuel is used by the Toyota Corona? *regular unleaded*
3. What kind of transmission powers the Buick Century stationwagon? *automatic, 3-speed*
4. How many litres of fuel does the BMW 7331 use to travel 100 km in the city? *15.7*
5. What is the Lada's engine size? *1.5 litres*
6. How many cylinders are in the engine of the Lincoln Continental? *8*
7. What is the fuel consumption rate of the Dodge Omni? *8.0*

THE HEAP by Harry Bruce — Worksheet 20

Our Motto Was, "Drive 'er Till She Quits . . . Then Get a Tow Truck . . ."

I think now that, instead of getting $395 for The Heap against the price of another car, I should have sold her to a museum. For she was a classic. She was the archetypal North American Family Car of the first half of the eighth decade of the 20th century. The Heap was quintessentially ordinary. God, what a *boring* car! Other drivers scarcely saw her in parking lots, smacked her without malice, disappeared without guilt. Dents and scratches competed with rust patches and bird crap to make The Heap's naturally dull complexion even less attractive than it would otherwise have been. Her colour was faded turquoise, pockmarked.

Her name was pedestrian. This was no Malibu, Parisienne, Capri, Granada, Thunderbird, Galaxie, Fury Toronado or Gran Torino. No sir, The Heap was a 1970 Pontiac Stratochief, and every inch a wallflower. She had six cylinders, four doors, an automatic gearshift, a radio and an ashtray that, under moderate pressure, dumped butts, apple cores and gum wrappers on your ankles. The stuff under the backseat cushion was only slightly more intriguing: matchbox cars, dried-out ballpoint pens, eyebrow pencils, Smarties and cookie crumbs, straws, paper clips, subscription cards out of 1972 magazines, tickets on dead lotteries.

The Heap's interior was hearse-black. Wherever we went — and she took us 88,343 miles — we fought an atmosphere of deep mourning. Sometimes the mourning was for whatever it was we'd put in the trunk, which let in water even faster than the engine let out oil. She was a big car but, on highway hills, less than peppy. Few driving experiences are more humiliating than having an Austin Mini overtake you, honk you aside, then hurtle over the horizon ahead.

She had a lifelong weakness, an Achilles' heel, an Orr's knee. Where the exhaust pipe joined the engine manifold, there was something called a doughnut gasket. The gasket burned out every few thousand miles and the results were, first, that The Heap sounded as though she had no muffler and, second, that exhaust fumes flowed inside and nauseated children who were already woozy. Yes, the all-time Family Car. But as she roared slowly down the highway, with the radio squawking, the windows open to release fumes and the kids puking into plastic garbage bags, we looked more like a gang of boozing, teenaged goons than the respectable, downwardly mobile family we really were.

We are not car people. We don't even fasten our seat belts. Our motto was, "Driver 'er till she quits. Then get a tow truck." We let her tires get soft, her filters clog, her oil get dirty, her wires rot, her timing deteriorate, her exhaust pollute the neighbourhood, her backfiring sound like a shootout at a bank robbery. If a door handle broke, we left it broken. There were three other doors, weren't there? We never washed her, waxed her, repaired dents. We failed to get our safety checks on time and if The Heap had been a horse, animal lovers would have had me in court years ago. Yet, she was just what the used-car ads promise when they're flogging wrecks: "Good transportation."

She took us farther than three-and-half-times around the world. She helped us move out of three houses and into two. She was older than the cat, and our children scarcely remember life without The Heap. She brought them to Nova Scotia. In times that cannot ever come back in some of the best seasons of our life together, she carried us off to the sweetest shores on earth. As the used-car salesman cast a cold eye on her, I thought, I really can't stand cars but, if he says one contemptuous word about The Heap, I'll take my business elsewhere. No lady should have to endure insults from strangers.

LET'S GO RIDING IN THE CAR

The Car and the Highway

The Age of the Automobile

Is There a Car in Your Future?

The Car and the Highway

1 Canada has been transformed in the past forty years by the use of the automobile. In the early years of this century, cars were treated as toys by those who could afford them. Owning a car was a sign of how rich you were. Now, for most people, owning a car has become a necessity. This necessity has changed the way we all live.

2 In 1945, half a million cars were owned by residents of Ontario. Fifteen years later that number had tripled. Moreover, car manufacturing had become one of the biggest industries in the province.

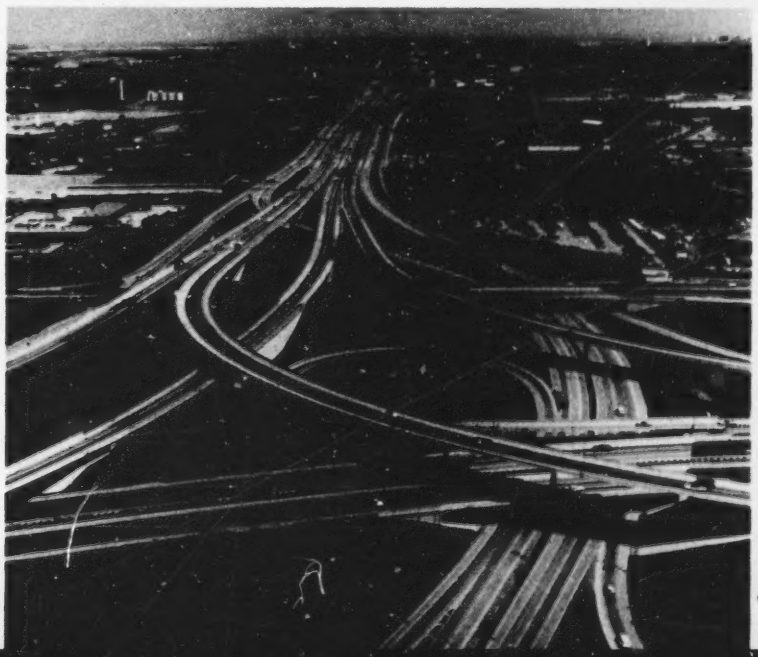
3 Because more and more people wanted to own and drive cars, the government of Ontario realized it had to provide roads for these cars to travel on. This started the biggest road-building program in Ontario's history. The most important road to be built was the Macdonald–Cartier Freeway, or "the 401," as it came to be known.

4 Highway 401 is one of the most important highways in Canada. It stretches 825 kilometres from the Quebec border

in the east to the city of Windsor on the American border in the west. More than 65 percent of the residents of Ontario live within 20 kilometres of the freeway. Millions of cars and trucks use the road each year. Highway 401 has changed the face of Ontario and the shape of each community along its route.

5 The highway took twenty-one years to build and cost $425 million. Its route lies through the most heavily populated region in Canada. At first, it was planned as a four-lane highway which would avoid cities and towns, diverting traffic from trouble spots along old Highway 2. But, since its completion, the highway has become a magnet for large new industrial, commercial, and residential developments.

6 The most dramatic example of this expansion is what was first called "the Toronto By-Pass." At one time, planners thought the by-pass would run well north of the city of Toronto, so that cars could avoid city traffic jams. But today this section of Highway 401 has been widened to twelve lanes and carries 150 000 vehicles a day. It is the most important commuter route for all those who live and work in and around Metropolitan Toronto. On either side of the freeway you can



see shopping plazas, large housing subdivisions, highrise apartments, hotels, factories, and commercial developments. Connecting multilane highways carry thousands of trucks, cars, and buses to other developments north and south of the freeway. Highway 401 is like a "main street" to Metropolitan Toronto. Without it, life in Canada's largest city would come to a halt.

7 Highway 401 was first planned in the 1930s. The main route across Ontario at that time was Highway 2, a two-lane road which was increasingly jammed with traffic. Communities it passed through were often clogged by long lines of cars and trucks throughout the day. The traffic was doing serious damage to many business and residential areas along the route.

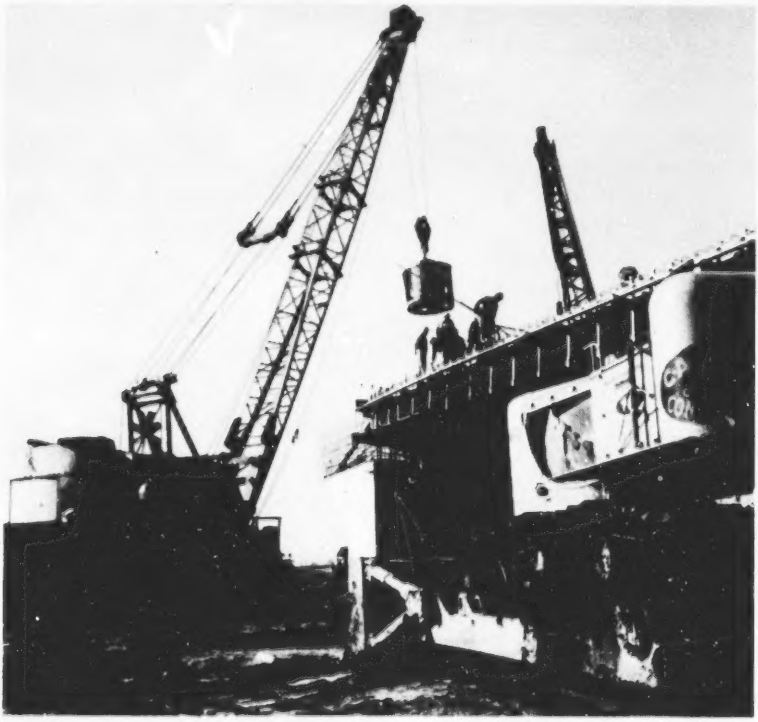
8 When World War Two began, plans for the new highway were put aside. However, during the war, new kinds of heavy equipment were developed — rock drills, earth scrapers, bulldozers, trucks, and other machinery. This equipment could now be used on the giant highway project. Before the war, the new highway would have been almost impossible to build, because of the high cost of the manual labor which would have been needed. After the war, the new machinery made the task of building Highway 401 much more manageable.

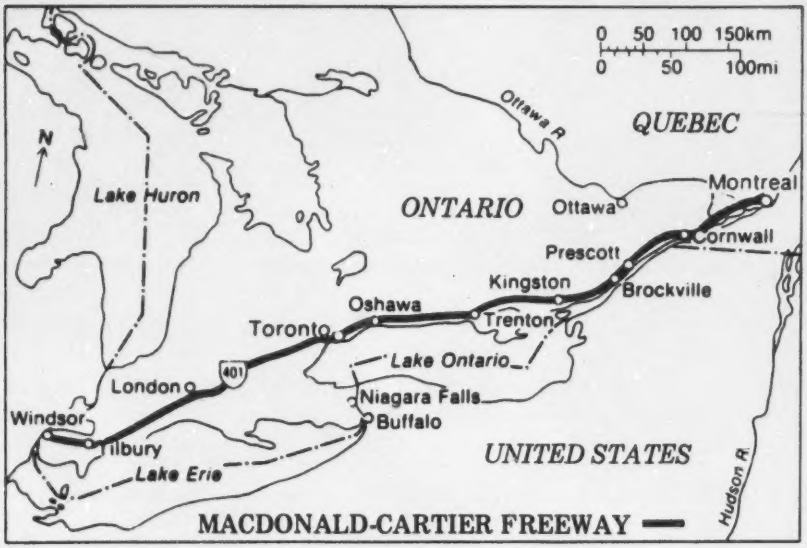
9 Before construction could begin, however, planners spent three summers interviewing 375 000 Ontario drivers. The answers given by the drivers helped the government choose the best route for the new highway. This was called the "major desire line," and its location was extremely important. Once the freeway was built, factories, warehouses, apartments, homes, schools, and shopping plazas would be built close by.

10 Once the route was chosen, surveyors, engineers, aerial photographers, and land buyers studied, walked, and flew over every kilometre. Planners listened to the opinions of people in communities along the route and followed them if possible. They also had to consider the shape of the land along the route, taking into account lakes, swamps, sand pits, rock formations, historic sites, and scenic attractions.

11 When they began to build, instead of beginning at one end of the route and working slowly towards the other, planners

started where traffic problems were greatest. They built the highway in sections which connected with existing roads. The first section was opened in 1947, running eastward from the outskirts of Toronto to the city of Oshawa. The final section was opened in 1964, and by 1968 there was a minimum of





four lanes along the entire route, from Windsor to the Quebec border.

12 Highway 401 has had an enormous effect on the province of Ontario. Major manufacturers have located new plants close to the highway. For example, a large Ford factory employing 2500 people was built a few kilometres from the 401 near St. Thomas. New communities have sprung up and old communities have expanded. The driving habits and the lives of most people in Ontario have changed permanently. Drivers can travel faster, and therefore many people can live farther from their place of work.

13 Some communities once linked by the old Highway 2 were afraid their businesses would suffer when highway traffic stopped using their main streets. But, in fact, the new highway has brought these smaller centres closer to visitors from other towns and cities. This has often meant more business for merchants in small towns. It has also led to new tourist sites which attract thousands of visitors. At Upper Canada Village, near Morrisburg, for example, three-quarters of the visitors arrive along Highway 401. And, at the Stratford Shakespearean Festival, which draws its audience from Toronto and many other Canadian and American centres, most visitors use Highway 401.

14 One important result of the building of Highway 401 has been the growth of the trucking industry. The freeway is the most heavily used truck route in Canada. More than seven thousand trucks use it each day, carrying more than seven million tons of freight annually. This does not include goods going to centres outside Ontario and Quebec. Expressways such as Highway 401 make trucking a fast and reliable method of transportation. Goods can be carried from door to door with few delays, giving trucking an advantage over rail transport. As a result, trucks provide the most popular method of overland transportation. Most of the fish delivered to central Canada arrives by truck from the Atlantic Provinces. Trucks bring most of the potatoes from New Brunswick and Prince Edward Island, and half the refrigerated meat from the west. In addition, fresh fruit and vegetables arrive daily by truck from the United States.

15 The highway itself provides hundreds of full-time jobs. Seventeen service centres need at least fifty-five employees each in order to stay open twenty-four hours a day. Maintenance crews along each section of the highway patch pavement, repair signs, and cut grass in the summer, and plow snow and spread sand and salt in winter. In addition, twenty-three Ontario Provincial Police detachments patrol the highway from east to west.

16 The building of the new highway has not eliminated highway traffic jams completely. In fact Highway 401 is continually being widened to make room for the growing number of cars on the road. Thousands of motorists use the highway each hour of the day. In rush hour traffic the pace often slows to a crawl, particularly around Metropolitan Toronto. But the pattern of travel and transportation in southern Ontario has been altered completely by the building of the freeway. The heaviest traffic has been removed from the streets of cities and towns across the province. Traffic moves faster and it is safer.

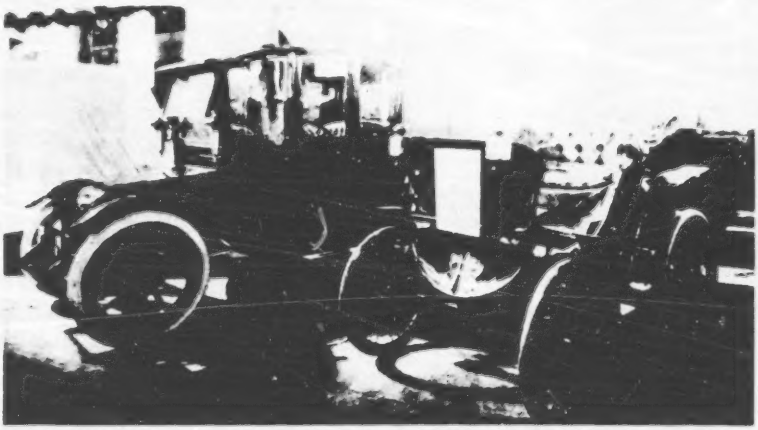
17 In recent years, however, the rising cost of energy and the falling supply of fossil fuels have made people stop and think about the way they use their car and the highways. If we want to conserve our limited supplies of fuel, we may want to change some of our driving habits. We must ask ourselves: Can we drive our cars wherever and whenever we want? What other methods of travel could we use? But even as we ask ourselves these questions, we can be certain that the car will never lose its place of importance in our lives and the 401 will continue to be the main lifeline for Ontario's industry and people for many years to come.

The Age of the Automobile

1 We usually think of the twentieth century as the age of the automobile. But, in fact, the first powered vehicle was seen on the streets of Paris in the year 1791. It was built by a man named Nicholas Cugnot. During the next hundred years, inventors in Europe and America built many different kinds of "road locomotives," as they were called. Some of them were used for public transit.

2 The first car, as we know it, was built by the German Karl Benz, whose horseless carriage was powered by a small gasoline internal combustion engine. From then on, many people tried to improve on Benz's ideas. Some of them were engineers, and one of them was a maker of sheep-sheering machines. For most of them, the car was an entertaining plaything.

3 Early cars looked quite different from today's vehicles. They used several different kinds of fuel. Some used gas, but others ran on electricity and some of the most popular ran on steam, just like railway locomotives. At first, cars were mounted on wheels made of metal or wood — just like carriage wheels. Eventually, solid rubber wheels were used, and in 1923 inflatable tires appeared on many cars for the first time.



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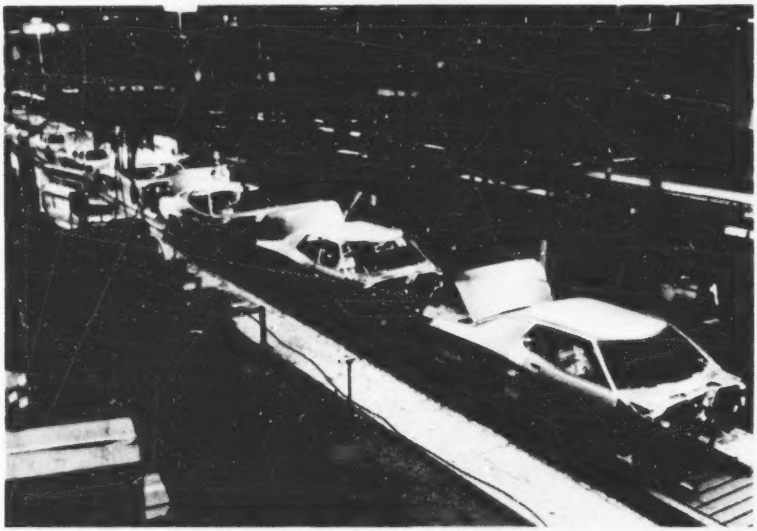
4 Driving in the early days was quite an adventure. There were few road maps or road signs to help a driver find the way. Many roads were cart-tracks which became wet and muddy in bad weather. There were very few garages or mechanics to help motorists in trouble. Travelling by car was a dirty business. Drivers usually wore caps and goggles, and passengers wore long coats to protect themselves from the dust from the dirt roads.

5 From 1896 to 1930, as many as 4250 different makes of cars were built. Most of these can no longer be found on the highway, but some familiar names from the early days are still with us. They include Daimler, Rolls, Royce, Peugeot, Buick, Chevrolet, Chrysler, and Olds — all names of early

designers and builders of cars. Perhaps the most famous name of all was Ford. Henry Ford was the first car builder to make his cars inexpensive enough for most people to buy. Most important of all, Ford invented the modern assembly line which has affected manufacturing of many products other than cars.

6 The greatest Canadian name in car-building was McLaughlin. Sam McLaughlin, the son of an Irish immigrant, began by building cars and sleighs in rural Ontario. By 1901, the McLaughlin Carriage Company of Oshawa was selling 250 000 carriages a year. And six years later, the first McLaughlin car was made. By 1921, the McLaughlin Car Company had been sold to General Motors and Sam McLaughlin was president of General Motors of Canada. GM made eleven different cars, but only five survive today: Cadillac, Buick, Chevrolet, Oldsmobile, and Pontiac (once the Oakland).

7 By 1970 General Motors employed 20 000 people in Canada, and more than 600 000 around the world. General Motors of Canada produced half a million vehicles each year. Car



manufacturing had become one of the most important industries in Canada and Sam McLaughlin one of the country's most powerful men.

8 For most of the twentieth century, the car has been a vital part of the Canadian way of life. Most Canadians want to own their own car. This has meant a steady increase in orders for new cars, expansion of automobile plants, and more jobs for Canadian workers. But in the 1980s Canadians are thinking again about the place of cars in their lives. Energy costs are going up. More and more foreign-made cars which are smaller and need less gas are coming into the country. Many people can no longer afford to buy cars at all.

9 This means that fewer cars are being made in Canada and there are fewer jobs for Canadians in the automobile factories. Because car manufacturing is so important to the country, this has caused harm to the whole country. In the future, changing attitudes to the car are going to affect the life-style of Canadians. The question is: Can we control the car, or will we allow cars to control us?

Is There a Car in Your Future?

1 In North America today, there is one motor vehicle for every two people. Scientists tell us it would be healthier to take a walk, or a bicycle, or even public transit. But there are more cars on the road than ever. People are worried about noise and air pollution, and about the decline in gas and oil supplies. But few of us want to give up the chance to own and drive a car of our own.

2 Cars have changed the shape of our cities and our lives. Roads and highways crisscross the city and the country. Parking lots and parking garages take up prime land. Traffic jams clog downtown and residential streets for many hours each day. And most cars in the city's traffic jams have only one occupant – the driver. Each year, car accidents cause death or injury to thousands of people and destroy millions of dollars of property. In addition, though recent laws have provided some control, poisonous exhaust fumes pour constantly into the atmosphere.

3 Scientists are trying to develop new cars which will be safer, cleaner, quieter, and use less fuel. If their experiments work, we could have cars operated by computers on automatic

highways. We could have cars powered by electricity, solar energy, nuclear energy, steam or gas turbines. New structural materials will make cars safer in the event of accident. Automatic inflation devices will cushion the blow in an accident so that passengers will not be severely injured. On-board radar systems will prevent drivers from speeding too close to cars in front. Computers will flash information about fuel supply, mechanical condition, speed, oil, brake, and tire pressure. What may seem like luxuries to today's drivers will be standard equipment in the year 2000.

4 Safer and more efficient cars may provide one answer, but many Canadians believe that we will have to depend less on cars for personal transportation. In the 1980s public transit will become more popular as energy costs go up. Car manufacturing is already in decline as many Canadians decide against buying new cars. More and more of those who do buy new cars prefer the smaller models being imported from

Europe and Japan. Even though the new cars use less fuel, the cost of buying a car is steadily rising.

5 What is more, many people dislike the effects cars have on our cities. They resent the widening of streets and the building of parking lots throughout downtown areas. As a result, some plans for new freeways are being cut back. There are pressures on the average citizen to do less driving. What

will this mean for the city of the future? What will it mean for the life-style of each individual? How much will you rely on the car in the future?